



Learning Recovery & Extended Learning Plan

District Name:	Ohio Connections Academy
District Address:	3615 Superior Ave #3102B, Cleveland, OH 44114
District Contact:	Marie Hanna, Superintendent
District IRN:	000236

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

[ODE's Planning for Extended Learning FAQ's](#)



Identifying Academic Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>		
Considerations: <i>Resources (Existing and Needed)</i> <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i> Core Questions to Consider: <i>What do students need to know?</i> <i>How do we know if they've learned it?</i> <i>How do we intervene for those students who have not learned it?</i> <i>How do extend other opportunities for those who have learned it?</i>		Budget	
Spring 2021	<ul style="list-style-type: none"> As aligned to our School Improvement plan, NWEA MAP Test data is utilized to determine what students may need interventions. In addition, TBTs meet weekly and analyze course grade distributions and other course specific data to plan for and provide appropriate remediations. ODE diagnostics are also utilized at the lower elementary grades to implement plans for making continuous growth. Gap analysis, including from school reports and state specific sources such as state standard documents, continue to be reviewed across core subjects. Data on student retention from the 2019-2020 SY. Data to identify students at risk of nonacademic barriers to learning and K-12 school counselor to support students and families in overcoming these barriers Students at risk for not meeting graduation requirements are placed into an Academic Probation process, including identifying High School Students failing 3 or more courses in order to support engagement practices that would lead students to be more successful in earning credits Accountability groups led by school counselors to focus on supporting the students that experienced success in the Academic Probation Process in the first semester to encourage continued success academically. 		Standard Operating Funds
Summer 2021	<ul style="list-style-type: none"> MAP Posttest data will be reviewed and students who are not on track for reaching state grade level proficiency will be targeted to participate in supplemental summer programs. Final course grades will be utilized to review additional summer planning needs. Finally, when released, state test results will be utilized to monitor progress and provide additional interventions/remediation plans (as will be noted in the 21-22 School Improvement plan) where appropriate. 		Standard Operating Funds ESSER Funds

<p>2021 - 2022</p>	<ul style="list-style-type: none"> • State test results will be utilized to monitor progress and provide additional interventions/remediation plans where appropriate. • As aligned to our School Improvement plan, NWEA MAP Test data is utilized to determine what students may need interventions. • In addition, TBTs meet weekly and analyze course grade distributions and other course specific data to plan for and provide appropriate remediations. • ODE diagnostics are also utilized at the lower elementary grades to implement plans for making continuous growth. • 20-21 PBIS data points will be reviewed to determine next steps in behavioral planning to positively impact student academic needs. • Data on student retention from the 2020-2021 SY. • Data to identify students at risk of nonacademic barriers to learning and K-12 school counselor to support students and families in overcoming these barriers • Students at risk for not meeting graduation requirements are placed into an Academic Probation process, including identifying High School Students failing 3 or more courses in order to support engagement practices that would lead students to be more successful in earning credits • Accountability groups led by school counselors to focus on supporting the students that experienced success in the Academic Probation Process in the first semester to encourage continued success academically. 	<p>Standard Operating Funds</p> <p>Title I Funds</p> <p>ESSER Funds</p>
<p>2022 - 2023</p>	<ul style="list-style-type: none"> • State test results will be utilized to monitor progress and provide additional interventions/remediation plans where appropriate. • As aligned to our School Improvement plan, NWEA MAP Test data is utilized to determine what students may need interventions. • In addition, TBTs meet weekly and analyze course grade distributions and other course specific data to plan for and provide appropriate remediations. • ODE diagnostics are also utilized at the lower elementary grades to implement plans for making continuous growth. • 21-22 PBIS data points will be reviewed to determine next steps in behavioral planning to positively impact student academic needs • Data on student retention from the 2021-2022 SY. • Data to identify students at risk of nonacademic barriers to learning and K-12 school counselor to support students and families in overcoming these barriers • Students at risk for not meeting graduation requirements are placed into an Academic Probation process, including identifying High School Students failing 3 or more courses in order to support engagement practices that would lead students to be more successful in earning credits • Accountability groups led by school counselors to focus on supporting the students that experienced success in the Academic Probation Process in the first semester to encourage continued success academically. 	<p>Standard Operating Funds</p> <p>Title I Funds</p> <p>ESSER Funds</p>

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
<p>Considerations:</p> <p><i>Resources (Existing and Needed)</i></p> <p><i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></p> <p><i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i></p> <p><i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i></p> <p>Core Questions to Consider:</p> <p><i>What do students need to know?</i></p> <p><i>How do we know if they’ve learned it?</i></p> <p><i>How do we intervene for those students who have not learned it?</i></p> <p><i>How do we extend other opportunities for those who have learned it?</i></p>	<p>Budget</p>	
<p>Spring 2021</p>	<p>OCA is a virtual statewide school. All students needing support/intervention will have the necessary access, where appropriate, to the items noted below:</p> <ul style="list-style-type: none"> • Elementary and Middle School Math Interventionists • Middle School Reading Interventionist • Reading and Math Supplemental Intervention Programs: Reading Eggs, Reading Eggspress, Reading Plus, Achieve3000, Imagine Math, Math Whizz, MathXL (programs support students in grades K-10) • University tutoring partnerships (Miami University (for grades 6-12) and The University of Akron (for grades 3-4)) • POBL Math Peer Tutoring (grades 6-HS) • Regular training for all school staff in identification of students at risk of nonacademic barriers to learning. K-12 school counselors work to support students and families in overcoming these barriers. • Ongoing Student Success Plans for at risk HS students • As students are put through the Academic Probation Process(four different stages of support - review, watch, warning, and probation), students are required to attend live lessons, meet with counselors to develop a plan with goals, meet with Assistant Principal to continue to support the plan/goals, and attend Academic Support Live Lessons with the Assistant Principal. Appropriate engagement practices are worked through in each phase. • Accountability groups led by school counselors to focus on supporting the students that experienced success in the Academic Probation Process in the first semester to encourage continued success academically. <p>All items noted above are aligned to the district’s school improvement plan.</p>	<p>Standard Operating Funds</p> <p>Title I Funds</p> <p>CRF</p>
<p>Summer 2021</p>	<ul style="list-style-type: none"> • Reading and Math Supplemental Intervention Programs: Reading Eggs, Reading Eggspress, Reading Plus, Achieve3000, Imagine Math, Math Whizz, MathXL will be offered for summer usage to appropriate students to continue to assist with closing academic 	<p>Standard Operating Funds</p> <p>Title I Funds</p>

	<p>gaps. These programs will be conducted by summer teachers and will support students in grades K-10.</p> <ul style="list-style-type: none"> • Credit Recovery summer school core courses in Math, English, Social Studies, and Science will be offered free of charge to students at risk of not qualifying for a high school diploma. These courses will be supported by OCA summer teaching staff. 	<p>ESSER Funds</p> <p>CRF</p>
2021 - 2022	<ul style="list-style-type: none"> • Addition of a HS Math Interventionist through a sponsor grant • Addition of an Elementary Math Interventionist through a sponsor grant • We are hoping to add a school social worker in 2021-2022 to assist families with the increased need for outside resources as a result of the pandemic (mental health, financial, substance use and abuse of caretakers). • Addition of the Advanced Quantitative Reasoning course (ODE Pilot) and a Conservation Science course to meet the learning needs of HS students in math and science. • In addition, continuing with items noted in Spring 2021 above. 	<p>Standard Operating Funds</p> <p>Title I Funds</p> <p>ESSER Funds</p> <p>Grant Funds</p> <p>CRF</p>
2022 - 2023	<ul style="list-style-type: none"> • Continuation of Spring 2021 items (modifications made as needed due to Summer 2021 and beyond data and updates to school action/improvement plans). • Continuation of 2021-2022 items (modifications made as needed due to Summer 2022 and beyond data and updates to school action/improvement plans). 	<p>Standard Operating Funds</p> <p>Title I Funds</p> <p>ESSER Funds</p> <p>Grant Funds</p> <p>CRF</p>

Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Considerations: <i>Resources (Existing and Needed)</i> <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i>		Budget
Spring 2021	<ul style="list-style-type: none"> • Data to identify students at risk of nonacademic barriers to learning and K-12 school counselor to support students and families in overcoming these barriers (including, but not limited to, course grades, credits obtained, attendance data, etc.) • Data reports are aligned with meeting the needs of students on Academic Intervention Plans (AIP), Ohio Graduation Plans, and Student Success Plans. This data is aligned to data used to monitor and guide the Graduation and Engagement Action Plans (included in the School Improvement Plan). • Students in Distress (SID) is an internal support tracking system used to support families that are experiencing mental health concerns, financial problems, homelessness, child abuse and neglect or any other traumatic situations which families have experienced. • OCA SID data has showcased the need for a school social worker and additional school counselors. 	Title Funds General Operating Budget Student Wellness and Success Funds
Summer 2021	<ul style="list-style-type: none"> • Reviewing data aligned to student plans noted in Spring 2021 to determine where success was seen and where improvements need to be made for the subsequent school year. 	See Spring 2021
2021 - 2022	<ul style="list-style-type: none"> • See Spring 2021 (adjustments/modifications made as needed) 	See Spring 2021
2022 - 2023	<ul style="list-style-type: none"> • See Spring 2021 (adjustments/modifications made as needed) 	See Spring 2021

Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations: <i>Resources (Existing and Needed)</i> <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i>	Budget	
Spring 2021	<ul style="list-style-type: none"> • Monthly SEL/Yoga virtual sessions (one per grade band) • PBIS engagement competitions and classroom rewards • Monthly School-wide K-12 Virtual Family Engagement Events • Elementary Virtual Read-Ins • Culturally Responsive Support Team initiatives to ensure students of all cultures feel valued and supported. • Purple Star School designation - created MiST (Military Support Team) to meet the unique needs of students from military families • K-8 school counselors have implemented small group and large group sessions focused on SEL topics including self-awareness, self-management, social awareness, relationship and communication skills and responsible decision-making. • The K-12 counseling team implemented monthly initiatives which supported academic, social-emotional and future planning topics. These initiatives included a combination of live, pre-recorded and student-engaging, virtual activities. • All items noted above are aligned with the goals and action steps in the School Improvement Plan 	Title Funds General Operating Budget Student Wellness and Success Funds
Summer 2021	<ul style="list-style-type: none"> • Summer programs available to students needing additional academic supports (supplemental programs and credit recovery) • Summer teacher data teams reviewing data to prepare for any additional instructional and program changes needed for the following SY. 	Title Funds General Operating Budget Student Wellness and Success Funds
2021-2022	<ul style="list-style-type: none"> • Potential addition of a school social worker for 2021-22 to assist in the increased FAMILY needs as a result of the pandemic (mental health, financial, substance use and abuse of caretakers) • Continuation of items from Spring 2021 	Title Funds General Operating Budget Student Wellness and Success Funds
2022-2023	<ul style="list-style-type: none"> • Continuation of items from Spring 2021 	Title Funds



Learning Recovery & Extended Learning Plan

		General Operating Budget Student Wellness and Success Funds
--	--	--